

The Connecticut Core Standards set learning expectations for what students should learn and be able to do at each grade standard so that by the time they graduate from high school, they are ready to succeed in college and in the workplace. The Smarter Balanced assessments are designed to measure each student's progress toward meeting these expectations.

The achievement standards (standards 1-4) and the accompanying descriptions of performance, *serve as a starting point* for discussion about the performance of individual students in mathematics and English language arts/literacy across the content areas¹. There are other methods that students, teachers, and parents can also use to evaluate the academic progress of students and schools, such as scale scores, growth models, local assessments, and portfolios of student work.

The following achievement standards represent a range of scores that indicate on-track progress towards college- and career-readiness. While all children have individual strengths and areas for growth, generalizations can be inferred based on performance within an achievement standard. In turn, the achievement standard provides information to help support students' academic needs.

MATHEMATICS - ACHIEVEMENT STANDARD DESCRIPTORS

Grades 6–8	Grades 3–5
<p>Standard 4: Exceeds the Achievement Standard</p> <p>The student has <i>exceeded the achievement standard</i> for Mathematics expected for this grade.</p> <p>Students performing at this standard are <i>demonstrating advanced progress toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this standard are on track for likely success in high school and college coursework or career training.</p>	<p>Standard 4: Exceeds the Achievement Standard</p> <p>The student has <i>exceeded the achievement standard</i> for Mathematics expected for this grade.</p> <p>Students performing at this standard are <i>demonstrating advanced progress toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this standard are on track for likely success in the next grade.</p>

¹ Literacy across the content areas assesses literacy skills in subject areas such as history, science, and technical subjects in addition to the English language arts subject area.

Connecticut's Achievement Standard Descriptions for the Smarter Balanced Assessment

Grades 6–8	Grades 3–5
<p>Standard 3: Meets the Achievement Standard</p> <p>The student has <i>met the achievement standard</i> for Mathematics expected for this grade.</p> <p>Students performing at this standard are <i>demonstrating progress toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this standard are on track for likely success in high school and college coursework or career training.</p>	<p>Standard 3: Meets the Achievement Standard</p> <p>The student has <i>met the achievement standard</i> for Mathematics expected for this grade.</p> <p>Students performing at this standard are <i>demonstrating progress toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this standard are on track for likely success in the next grade.</p>
<p>Standard 2: Approaching the Achievement Standard</p> <p>The student has <i>nearly met the achievement standard</i> for Mathematics expected for this grade.</p> <p>Students performing at this standard <i>require further development toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this standard will likely need support to get on track for success in high school and college coursework or career training.</p>	<p>Standard 2: Approaching the Achievement Standard</p> <p>The student has <i>nearly met the achievement standard</i> for Mathematics expected for this grade.</p> <p>Students performing at this standard <i>require further development toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this standard will likely need support to get on track for success in the next grade.</p>
<p>Standard 1: Does Not Meet the Achievement Standard</p> <p>The student has <i>not yet met the achievement standard</i> for Mathematics expected for this grade.</p> <p>Students performing at this standard <i>require substantial improvement toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this standard will likely need substantial support to get on track for success in high school and college coursework or career training.</p>	<p>Standard 1: Does Not Meet the Achievement Standard</p> <p>The student has <i>not yet met the achievement standard</i> for Mathematics expected for this grade.</p> <p>Students performing at this standard <i>require substantial improvement toward mastery</i> of Mathematics knowledge and skills.</p> <p>Students performing at this standard will likely need substantial support to get on track for success in the next grade.</p>

ENGLISH LANGUAGE ARTS AND LITERACY ACROSS THE CONTENT AREAS ACHIEVEMENT STANDARD DESCRIPTORS

Grades 6–8	Grades 3–5
<p>Standard 4: Exceeds the Achievement Standard</p> <p>The student has <i>exceeded the achievement standard</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this standard are <i>demonstrating advanced progress toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this standard are on track for likely success in high school and college coursework or career training.</p>	<p>Standard 4: Exceeds the Achievement Standard</p> <p>The student has <i>exceeded the achievement standard</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this standard are <i>demonstrating advanced progress toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this standard are on track for likely success in the next grade.</p>
<p>Standard 3: Meets the Achievement Standard</p> <p>The student has <i>met the achievement standard</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this standard are <i>demonstrating progress toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this standard are on track for likely success in high school and college coursework or career training.</p>	<p>Standard 3: Meets the Achievement Standard</p> <p>The student has <i>met the achievement standard</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this standard are <i>demonstrating progress toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this standard are on track for likely success in the next grade.</p>

Connecticut's Achievement Standard Descriptions for the Smarter Balanced Assessment

Grades 6–8	Grades 3–5
<p>Standard 2: Approaching the Achievement Standard</p> <p>The student has <i>nearly met the achievement standard</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this standard <i>require further development toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this standard will likely need support to get on track for success in high school and college coursework or career training.</p>	<p>Standard 2: Approaching the Achievement Standard</p> <p>The student has <i>nearly met the achievement standard</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this standard <i>require further development toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this standard will likely need support to get on track for success in the next grade.</p>
<p>Standard 1: Does Not Meet the Achievement Standard</p> <p>The student has <i>not yet met the achievement standard</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this standard <i>require substantial improvement toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this standard will likely need substantial support to get on track for success in high school and college coursework or career training.</p>	<p>Standard 1: Does Not Meet the Achievement Standard</p> <p>The student has <i>not yet met the achievement standard</i> for English language arts and literacy expected for this grade.</p> <p>Students performing at this standard in <i>require substantial improvement toward mastery</i> of English language arts and literacy knowledge and skills.</p> <p>Students performing at this standard will likely need substantial support to get on track for success in the next grade.</p>